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ABSTRACT

A detailed description is provided of the variable information acquisition (IA), which is part of the analysis in phase I of the Evaluation of Practices in Individualized Schooling. The variable is defined; the questionnaires on which the variable is based are listed; the procedures used to scale the variable are explained: the distribution of the variable in the 156 individually guided education (IGE) schools which participated in phase I is described, and the internal consistency of the variable is reported. (Author/MH)

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Technical Report No. 486

PROCEDURES USED IN PHASE I OF THE IGE EVALUATION TO SCALE THE VARIABLE INFORMATION ACQUISITION

by Gary G. Price, Terence C. Janicki, Judith A. Howard, Deborah M. Stewart, Anne E. Buchanan, and Thomas A. Romberg

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Report from the Project on
Evaluation of Practices in Individualized Schooling

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The University of Wisconsin
Madison, Wisconsin

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Table of Contents

	Page
List of Tables	vii
List of Figures	vii
Abstract	ix
Verbal Definition of the Variable	1
Explanation of Variable-naming Conventions	2
Scaling Procedure	7
Information Acquisition-Math (zIAMATH)	7
Information Acquisition-Reading (zIAREAD)	9
Distribution and Internal Consistencies of the Scaled Composites	12
Appendices	
A. Item Pool Selected	19
B. SPSS Commands for IA	23

List of Tables

Table		Page
1	Instrument Identification	3
2	Distribution of the Scaled Composites	13
3	Internal Consistencies of the Scaled Composites and their Constituents	14

List of Figures

Figure		Page
1	IA	6
2	Information Acquisition (second grade mathematics) . . .	15
3	Information Acquisition (second grade reading)	16
4	Information Acquisition (fifth grade mathematics)	17
5	Information Acquisition (fifth grade reading)	18

Abstract

This report provides a specific discussion of a variable that is part of the analysis in Phase I of the Evaluation of Practices in Individualized Schooling. The name of the variable is Information Acquisition (IA). Included in this discussion is a verbal definition of the variable, a list of the questionnaire items on which the variable is based, a technical explanation of the procedures used to scale the variable, a description of the distribution of the variable in the 156 schools that participated in the Phase 1 study, and the internal consistency of the variable. Most readers would find it useful to read Technical Report No. 475, Overview of School and Unit Variables and their Structural Relations in Phase I of the IGE Evaluation, before beginning this one.

Procedures Used in Phase I of the IGE Evaluation to Scale the Variable Information Acquisition

This Technical Report provides a detailed description of the variable, Information Acquisition (IA). The description includes a verbal definition of the variable, a list of the questionnaire items on which the variable was based, and a technical explanation of the procedures used to scale the variable. The report also contains a description of the distribution and the internal consistency of the variable. This variable, among others, is part of the analysis in Phase I of the Evaluation of Practices in Individualized Schooling. Phase I, which is a study of 156 Individually Guided Education (IGE) schools, is the large sample part of the overall evaluation effort. Further explanation of the Phase I study and an explanation of the relationship of this variable to the Phase I analysis is given in Technical Report No. 475, Overview of School and Unit Variables and their Structural Relations in Phase I of the IGE Evaluation.

Verbal Definition of the Variable

Information Acquisition (IA) is a measure of: (a) the completeness of information gathered for use in making decisions about the instruction of individual students; (b) the variety of means for gathering such information; and (c) the use of record keeping procedures by the I&R unit for organizing and retrieving the information. The measure is specific to subject area and to each I&R unit.

Explanation of Variable-naming Conventions

This measure, like most of the variables used in Phase I of the IGE evaluation, is a composite of items taken from several different instruments. The names and identification numbers of the respective instruments are given in Table 1, along with other information. The instruments numbered 11, 17, 51, 52, and 53 were given to all staff members[1] of each school studied, and were to be filled out individually. One copy of Instruments 22, 25, and 26 was given to each of the I&R units[2] studied (two I&R units from each school, one that included second grade students and one that included fifth grade students). These instruments were filled out by the unit as a group, after they reached consensus. Instruments 23 and 24 were given to teachers of the I&R units studied and they filled them out individually. One copy of Instruments 16 and 21 was given to the IIC of each school, and was filled out by the IIC as a group. Instrument 13, a questionnaire about the entire school, was filled out by the principal of the school.

In order to keep track of information collected from different sources, it was necessary to develop some complex conventions for naming variables. Those conventions are explained here. The abbreviated name of each item and each variable contains eight or fewer

---

[1] Includes all professional personnel (i.e., not aides) assigned at least one-third time to the building in both the 1976-7 and 1977-8 school years.

[2] Includes all professional personnel (i.e., not aides) assigned at least one-third time to the I&R unit in both the 1976-7 and 1977-8 school years and directly involved in planning instruction for the unit students in reading, math, or language arts.

Table 1

Instrument Identification

Test booklet	Instrument	Instrument number	File	Respondent
General staff questionnaire	IGE implementation survey	11	H	School staff members
	Staff background	17	H	School staff members
	Assumptions regarding conditions of schooling	51	H	School staff members
	Job satisfaction survey	52	H	School staff members
	Assumptions regarding learning and knowledge	53	H	School staff members
Unit staff questionnaire	I&R structure and function	22	A,B	Unit as a group
	Record keeping and regrouping	25	A,B	Unit as a group
	Instructional time and objectives	26	A,B	Unit as a group
	Role of staff teacher	23	F,G	All unit teachers
	Instructional practices	24	F,G	All unit teachers
IIC questionnaire	IIC structure and function	21	C	IIC as a group
	Demographic background	16	C	IIC as a group
IGE schools questionnaire	IGE schools questionnaire	13	C	Principal

characters, in order to be readable by computer. The first character of each item and variable name is a letter that indicates the case for whom the item or variable is a measure. In this discussion, variables include information from two or more questionnaire items or transformed information from one item. Items coming from a common source (i.e., the same respondents) were collected into a common data file whose name corresponds to the first letter in the names of all items collected in it. There were six such files. Those files, described in terms of the cases to which they pertain and in terms of their respective alphabetic codes, are:

A I&R units containing 2nd grade students (the I&R unit as a case).

B I&R units containing 5th grade students (the I&R unit as a case).

C The entire school as a case.

F Individual teachers of I&R units containing 2nd grade students.

G Individual teachers of I&R units containing 5th grade students.

H Individual staff members employed by the school.

Item names. The second character in all item names is the letter "V," which distinguishes item names from names of other variables. The third and fourth characters in item names denote the number of the instrument of which the item is a part (see Table 1). The fifth, sixth, and seventh, and in some cases, eighth characters in item names contain the identification number of the item within the instrument. For example, Item number 1 from the Staff Background Questionnaire (Instrument 17), which was given to all members of the school staff, is named as follows:

HV17001
- Item number
- Instrument number
- Identifies this as an item
- File H (includes responses of individual staff members)

Variable names. Variable names, like item names, begin with an alphabetic code that indicates the cases to which they pertain. Following that first character is an abbreviation of two to four characters used by the evaluation staff to denote the major composite of which the variable is a constituent. Subsequent characters identify the position of the variable in the scaling operation, as diagrammed in Figure 1. For example, one of the constituents of the Intraorganizational Structure composite (IOS) is named as follows:

CIOSAO2
- Second indicator of Part A (whether principal is full time)
- Part A of IOS (personnel allocation and composition of I&R units)
- Composite name (Intraorganizational Structure)
- File C (includes measures of the school as a whole)

Some of the composites are measures of the school as a whole, whereas others are specific to both the I&R unit (2nd or 5th grade) and the subject area (math or reading). Composites that pertain to the school as a whole are: Interorganizational Relations (IOR), Procedures Fostering Coordination and Improvement of the School Program (GOSB), General Staff Background (GSB), Intraorganizational Structure (IOS), Belief in Individual Differences (INDIV), View of Learning: Constructivism vs. Behaviorism (CVSB), the School's Demographic Setting (DB), General Implementation of the Instructional Programming Model (GOSA), and Teacher Job Satisfaction (JOBSAT).

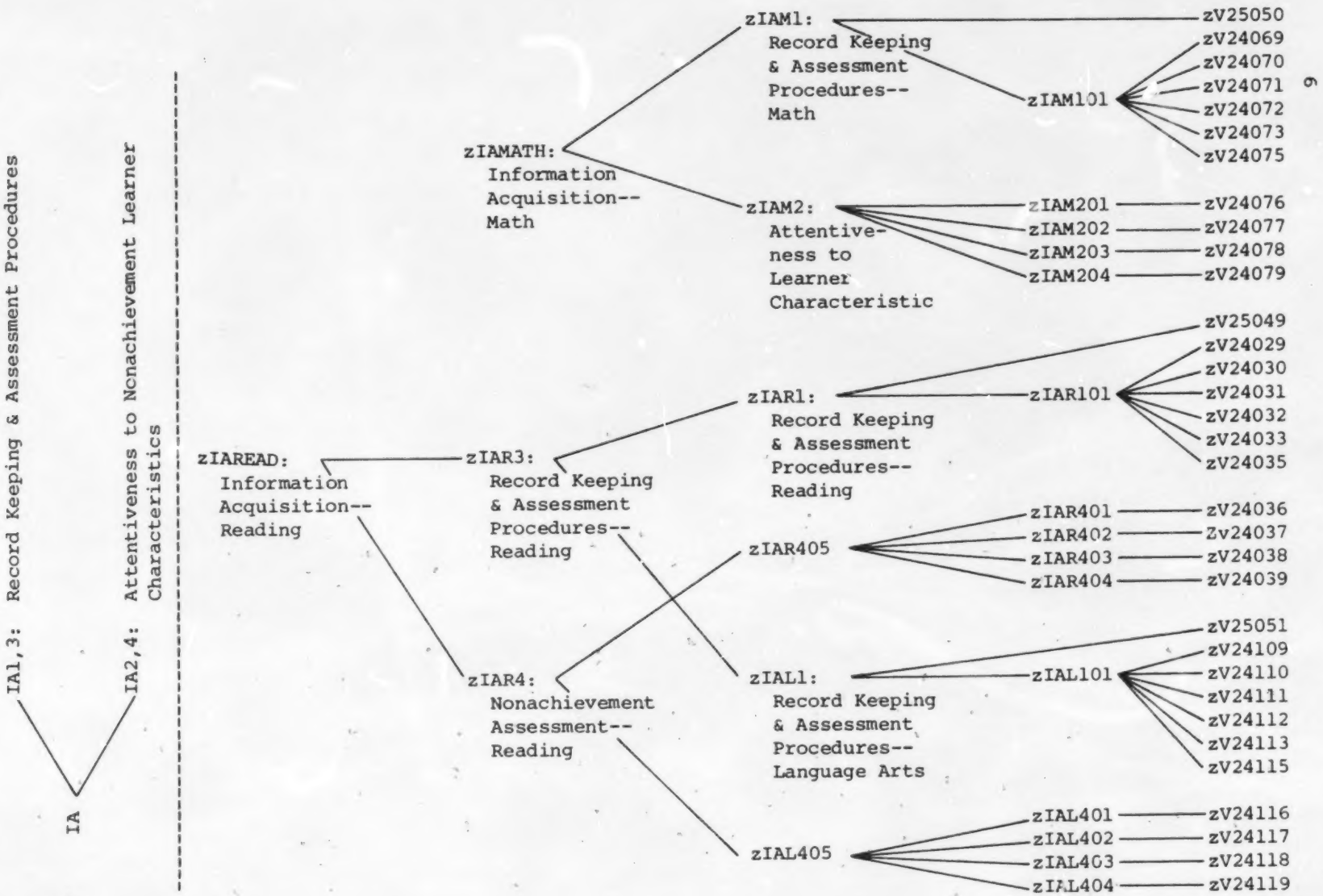
IA1,3: Record Keeping & Assessment Procedures
IA2,4: Attentiveness to Nonachievement Learner Characteristics
IA
zIAMATH: Information Acquisition--Math
zIAM1: Record Keeping & Assessment Procedures--Math
zIAM101
zV25050
zV24069
zV24070
zV24071
zV24072
zV24073
zV24075
zIAM2: Attentiveness to Learner Characteristic
zIAM201
zIAM202
zIAM203
zIAM204
zV24076
zV24077
zV24078
zV24079
zIAREAD: Information Acquisition--Reading
zIAR3: Record Keeping & Assessment Procedures--Reading
zIAR1: Record Keeping & Assessment Procedures--Reading
zIAR101
zV25049
zV24029
zV24030
zV24031
zV24032
zV24033
zV24035
zIAR405
zIAR401
zIAR402
zIAR403
zIAR404
zV24036
Zv24037
zV24038
zV24039
zIAR4: Nonachievement Assessment--Reading
zIAL1: Record Keeping & Assessment Procedures--Language Arts
zIAL101
zV25051
zV24109
zV24110
zV24111
zV24112
zV24113
zV24115
zIAL405
zIAL401
zIAL402
zIAL403
zIAL404
zV24116
zV24117
zV24118
zV24119

Figure 1. IA.

Composites that are specific to I&R unit and subject area are: Utilization of Curriculum Resources (UCR), Information Acquisition (IA), Individualization of Instructional Decisions (IDM), Management of Grouping and of Instructional Continuity (IE), Allocated Learning Time (ALT), and measures of student achievement. In the technical explanations of scaling, composites specific to the 2nd grade I&R unit begin with the letter "A"; composites specific to the 5th grade I&R unit begin with the letter "B." For brevity, a lower case "z" is used as the first letter wherever the explanation of scaling applies to both the 2nd and 5th grade I&R units.

Scaling Procedure

Information Acquisition-Math (zIAMATH) and Information Acquisition-Reading (zIAREAD) are the subject specific IA composites. Figure 1 (see page 6) shows the partitions of IA. This is a schematic protrayal of the scaling operations, not a representation of the actual numerical operations and assignments. Appendix A contains the items selected to measure IA, and Appendix B includes the Statistical Package for the Social Sciences (SPSS) commands which affect the scaling procedures.

Information Acquisition-Math (zIAMATH)

zIAMATH is a composite of two parts: zIAM1, record keeping and assessment procedures in math; and zIAM2, attentiveness to other learner characteristics.

Record keeping and assessment procedures in math (zIAM1). zIAM1 is measured by (a) zIAM101, which is composed of unit teachers' responses to a series of items concerning means of assessment in math, and (b) the unit responses to item zV25050, which asks whether individual records of achievement of math instructional objectives are kept for each student in the unit. The items in zIAM101 include various forms of assessment in math: zV24069 (pretests), zV24070 (interval tests), zV24071 (posttests), zV24072 (conferences), zV24073 (student products), and zV24075 (classroom observations). This composite is rescaled so that from zero to two types of assessment are assigned a value of one, from three to four types are assigned a value of two, and from five to six types are assigned a value of three. Then zIAM1 is constructed by adding the value of zIAM101 to three times the value of zV25050. This weighting gives equal weight to each part of zIAM1, because responses to zV25050 are either zero (no) or one (yes). Values of zIAM1 thus range from one (no assessment tests and no record keeping) to six (five or six assessment types and record keeping).

Attentiveness to other learner characteristics in math (zIAM2). zIAM2 is measured by unit teachers' responses to four items dealing with how many types of assessment are used in evaluating learner characteristics. The assessed learner characteristics include interests and attitudes (zV24076), creative abilities (zV24077), interpersonal relating abilities (zV24078), and learning style (zV24079). Each of these items is rescaled so that no types of assessment are

assigned a zero, and from one to four types of assessment are assigned a one. Thus, these items are forced into a dichotomy, i.e., the presence or absence of assessment in these areas. Then the sum of these four items, zIAM2, is rescaled so that two or more areas receiving assessment are truncated to a value of two.

zIAMATH is then formed by simple addition of zIAM1 and zIAM2. In that zIAM1 ranges from one to six, and zIAM2 from zero to two, assessment in nonachievement areas receives one-third of the importance accorded to instruction-related assessment.

Information Acquisition-Reading (zIAREAD)

zIAREAD is a composite of two parts: zIAR3, which is itself a combination of reading record keeping and assessment (zIAR1) and language arts record keeping and assessment (zIAL1); and zIAR4, which combines reading-related nonachievement assessment (zIAR405) and language arts-related nonachievement assessment (zIAL405).

Record keeping and achievement procedures in reading (aIAR1). zIAR1 is measured by (a) zIAR101, which is composed of unit teachers' responses to a series of items describing means of assessment in reading, and (b) the unit response to item zV25049, which asks whether individual scores of achievement of reading instructional objectives are kept for each student in the unit. The items in zIAR101 include various forms of assessment in reading: zV24029 (pretests), zV24030 (interval tests), zV24031 (posttests), zV24032 (conferences), zV24033 (student products), and zV24035 (classroom observations). This com-

posite is rescaled so that from zero to two types are assigned a value of one, from three to four types a two, and from five to six types a three. zIAR1 is formed by adding the value of zIAR101 to three times the value of zV25049. This weighting accords equal weight to each part of zIAR1, as responses to zV25049 are dichotomous zero-one values. zIAR1 thus ranges from one (no assessment or record keeping) to six (presence of both activities).

Record keeping and achievement procedures in language arts (zIAL1). zIAL1 is formed in a manner paralleling the construction of zIAR1. zIAL101, a series of six items which describe various assessment devices (zV24109, zV24110, zV24111, zV24112, zV24113, and zV24115), is combined with unit responses to zV25051, a measure of record keeping procedures in attainment of language arts objectives. zIAL1 is formed by adding the values of zIAL101, ranging from one (zero to two types of assessment), to three (five to six types), to three times the value of zV25051, which is a dichotomous variable.

Record keeping and assessment in reading (zIAR3) is then constructed by adding one-third the value of zIAL1 and two-thirds the value of zIAR1, in unit two. In unit five, zIAL1 and zIAR1 are weighted equally, reflecting the greater importance of reading skills as opposed to verbal skills at lower grade levels. If a school does not have language arts per se the score for zIAR3 in both units two and five would be equal to zIAR1.

Attentiveness to other learner characteristics in reading (zIAR405). zIAR405 is measured by unit teachers' responses to four items dealing with how many types of assessment are used in evaluating learner

characteristics. These areas are interests and attitudes (zV24036), creative abilities (zV24037), interpersonal relating abilities (zV24038), and learning style (zV24039). Each of these items is rescaled so that no types of assessment are assigned a zero, and from one to four types of assessment are assigned a one, thus dichotomizing each variable. The sum of these four items, zIAR405, is rescaled so that two or more areas receiving assessment are truncated to a value of two.

Attentiveness to other learner characteristics in language arts (zIAL405). zIAL405 is measured similarly to the scaling of zIAR405. The items of assessment areas are interests and attributes (zV24116), creative abilities (zV24117), interpersonal relating abilities (zV24118), and learning style (zV24119). The items are each dichotomized and the sum, zIAL405, is rescaled so that the value of two or more areas receiving assessment is truncated to a value of two.

Reading nonachievement assessment (zIAR4) is then constructed by adding one-third the value of zIAL405 and two-thirds the value of zIAR405, in unit two. In unit five, zIAL405 and zIAR405 are weighted equally, reflecting the greater importance of reading skills as opposed to verbal skills at lower grade levels. If a school does not have language arts per se the score for zIAR4 in both units two and five would be equal to zIAR405.

Information acquisition-reading (zIAREAD). zIAREAD is then formed by adding zIAR3 and zIAR4, to create a scale of information acquisition in reading ranging from one to eight.

Distribution and Internal Consistencies of the Scaled Composites

The distribution of IA based on the 156 schools of the Phase I sample, described in Table 2, is in terms of the mean, standard deviation, median, actual minimum value obtained, logical minimum value obtainable, actual maximum value obtained, and logical maximum value obtainable. The internal consistencies of the IA composite and its constituents are presented in Table 3. Figures 2, 3, 4, and 5 are histograms of the composites.

The relation of internal consistency to reliability in general and to validity can be difficult to understand. A composite whose constituents have high internal consistency may or may not possess high test-retest reliability. Conversely, a composite that has high test-retest reliability may have low internal consistency. Any composite that measures a homogeneous construct should rightfully be expected to have high internal consistency, but a composite that measures a construct which combines several facets which are empirically unrelated should not necessarily have high internal consistency, as noted by Cronbach and Meehl (1955)[3]. Several of the composites used in Phase I fit the latter description, and, accordingly, should not be expected to have high internal consistency.

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[3] Cronbach, L. J., & Meehl, P. E. Construct validity in psychological tests. Psychological Bulletin, 1955, 52, 281-302.

Table 2

Distribution of the Scaled Composites

Composite	Mean	SD	Median	Actual minimum	Logical minimum	Actual maximum	Logical maximum
AIAMATH	7.176	1.276	8.000	4.0	1	8.0	8
AIAREAD	7.005	.997	7.001	4.0	1	8.0	8
BIAMATH	7.386	1.155	8.0	3.0	1	8.0	8
BIAREAD	6.928	1.015	7.0	4.5	1	8.0	8

Table 3

Internal Consistencies of the Scaled Composites and their Constituents

	Variable	α
Composite:	AIAMATH	.00
Constituents:	AIAM1	.11
	AIAM2	.77
Composite:	AIAREAD	.04
Constituents:	AIAR3	.30
	AIAR4	.64
Composite:	BIAMATH	.07
Constituents:	BIAM1	.23
	BIAM2	.80
Composite:	BIAREAD	.00
Constutuents:	BIAR3	.37
	BIAR4	.70

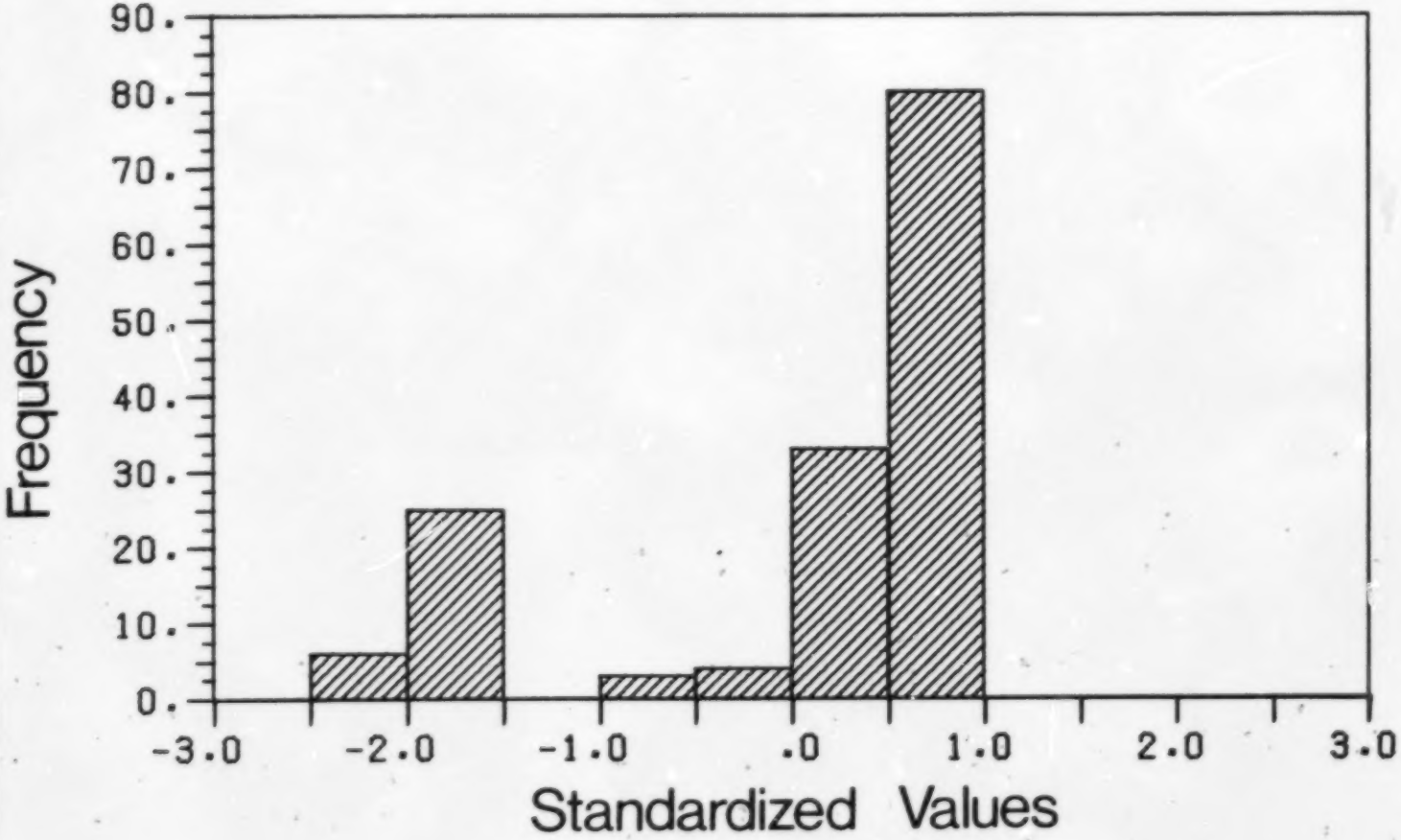


Figure 2. Information Acquisition (second grade mathematics).

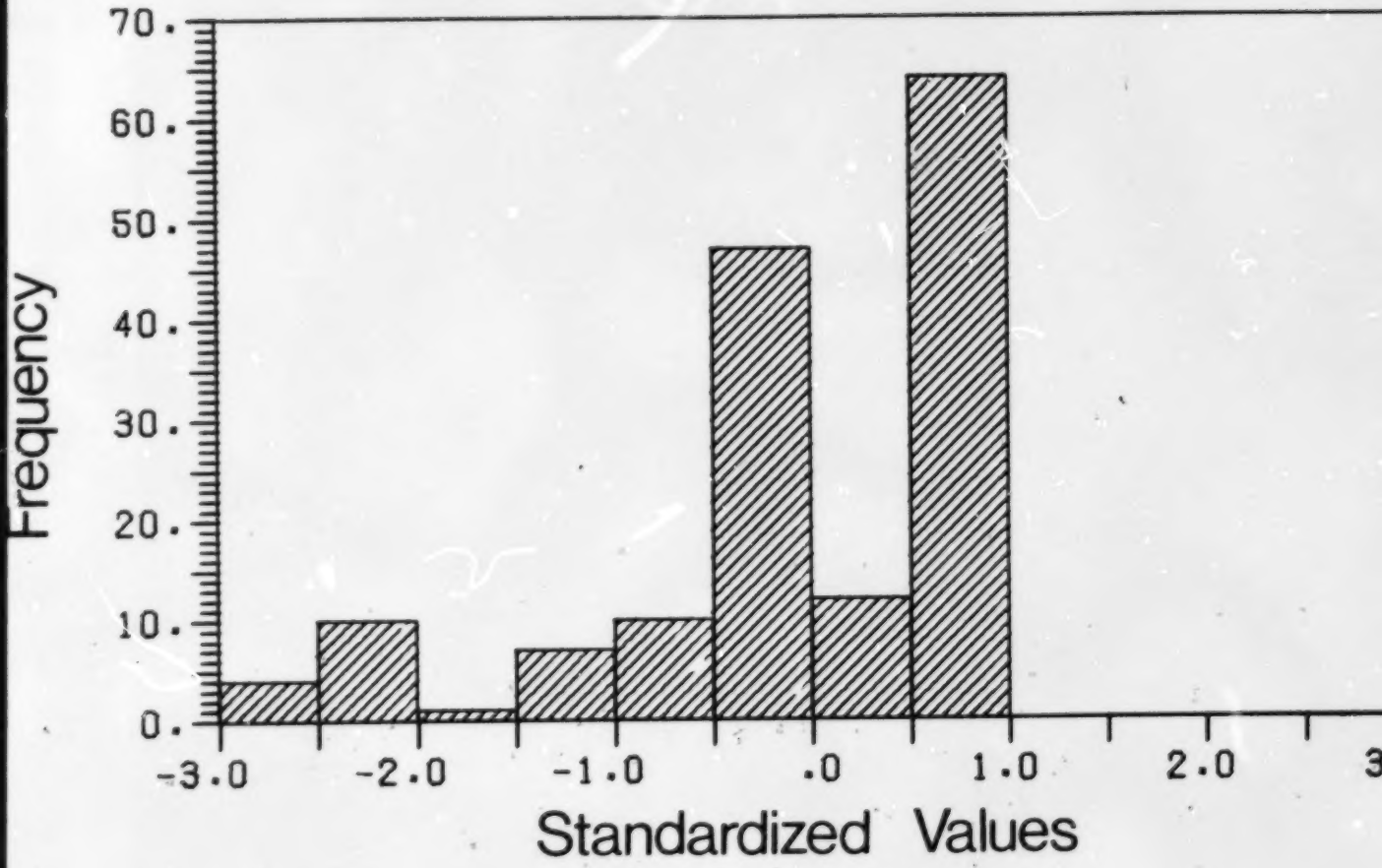
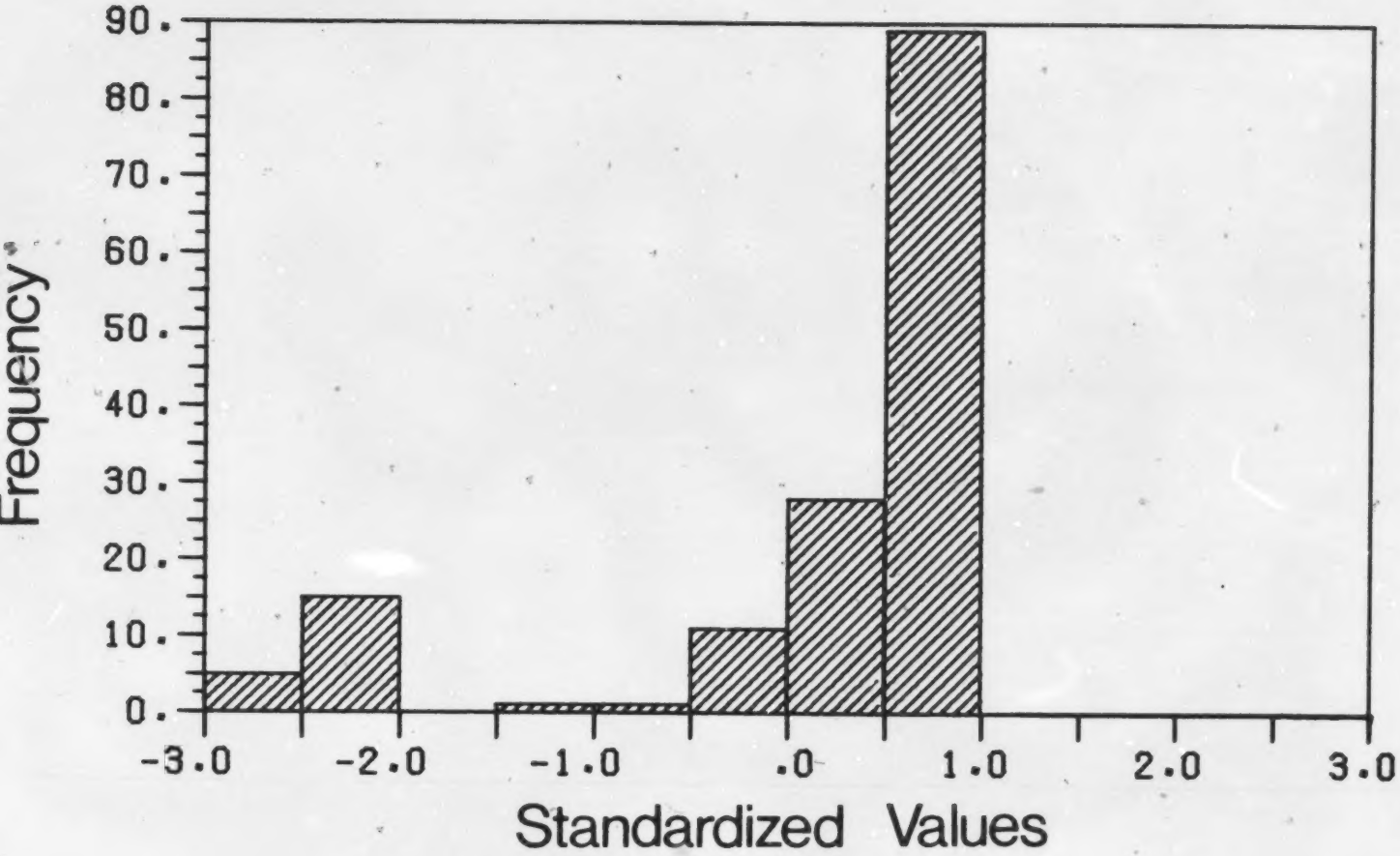


Figure 3. Information Acquisition (second grade reading).



igure 4. Information Acquisition (fifth grade mathematics).

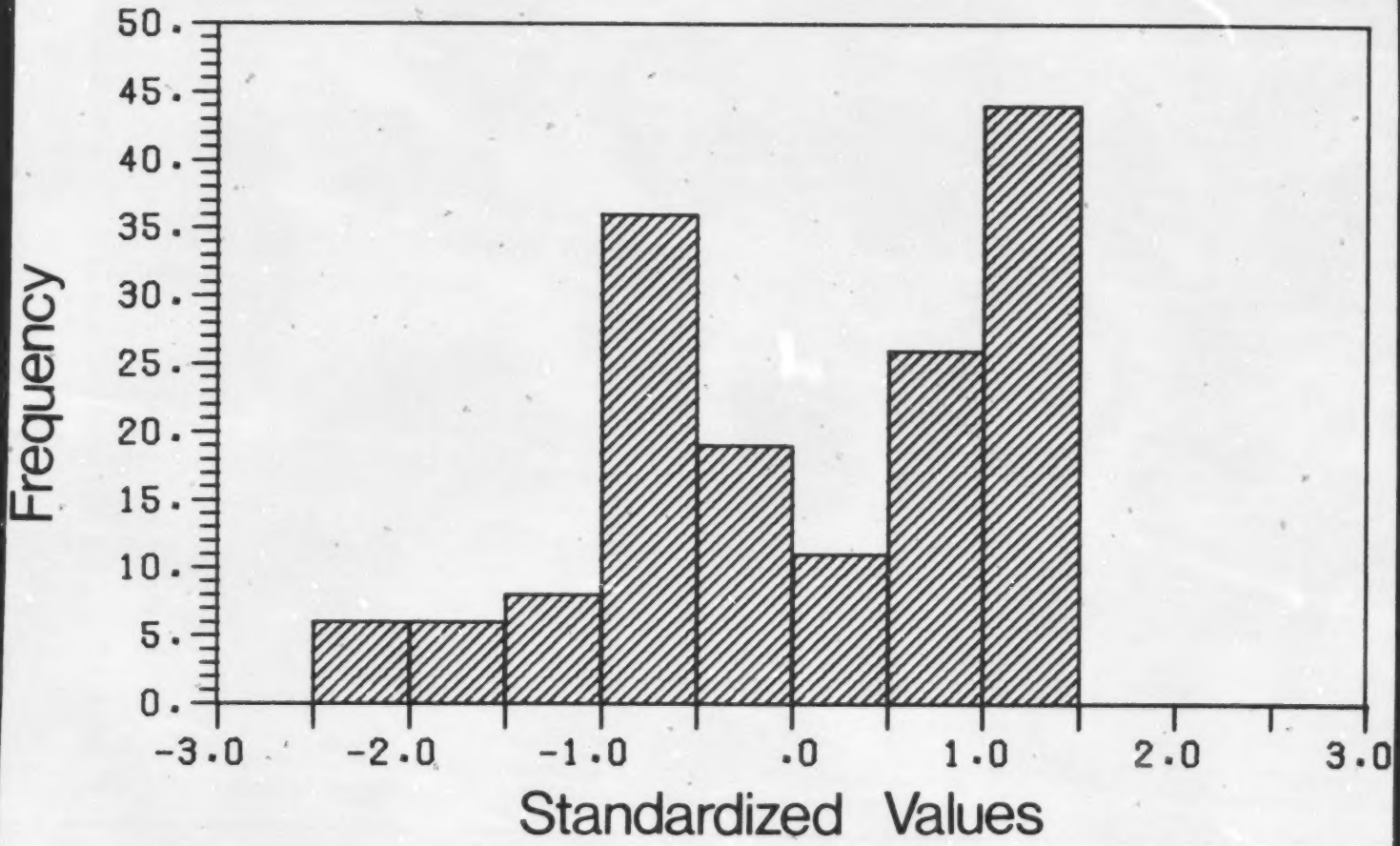


Figure 5. Information Acquisition (fifth grade reading).

Appendix A: Item Pool Selected

Files F,G: Unit Teacher as Case	Files A,B: Unit as Case
zV24029	zV25049
zV24030	zV25050
zV24031	zV25051
zV24032	
zV24033	
zV24035	
zV24036	
zV24037	
zV24038	
zV24039	
zV24069	
zV24070	
zV24071	
zV24072	
zV24073	
zV24075	
zV24076	
zV24077	
zV24078	
zV24079	
zV24109	
zV24110	
zV24111	
zV24112	
zV24113	
zV24115	
zV24116	
zV24117	
zV24118	
zV24119	

Files A,B: Unit as Case

RECORD KEEPING

For which curriculum areas is an individual record of achievement (for example, profile card, chart, computer system) of specific instructional objectives kept for each student in your unit?

zV25049 49 Reading

(0) No
(1) Yes

zV25050 50 Mathematics

(0) No
(1) Yes

zV25051 51 Language Arts

(0) No
(1) Yes

Files F,G: Unit Teacher as Case

How are learners' *skills and concepts* assessed in this curriculum area?

Mark (0) *No* if the type of assessment below is *not* used.
Mark (1) *Yes* if the type of assessment *is* used.

zV24029, zV24069, zV24109 → R29 M69 L109 Pretests (tests before instruction on a topic)

zV24030, zV24070, zV24110 → R30 M70 L110 Internal tests (tests while instruction occurs on a topic)

zV24031, zV24071, zV24111 → R31 M71 L111 Posttests (tests after instruction on a topic)

zV24032, zV24072, zV24112 → R32 M72 L112 Conferences

zV24033, zV24073, zV24113 → R33 M73 L113 Student products (worksheets, projects)

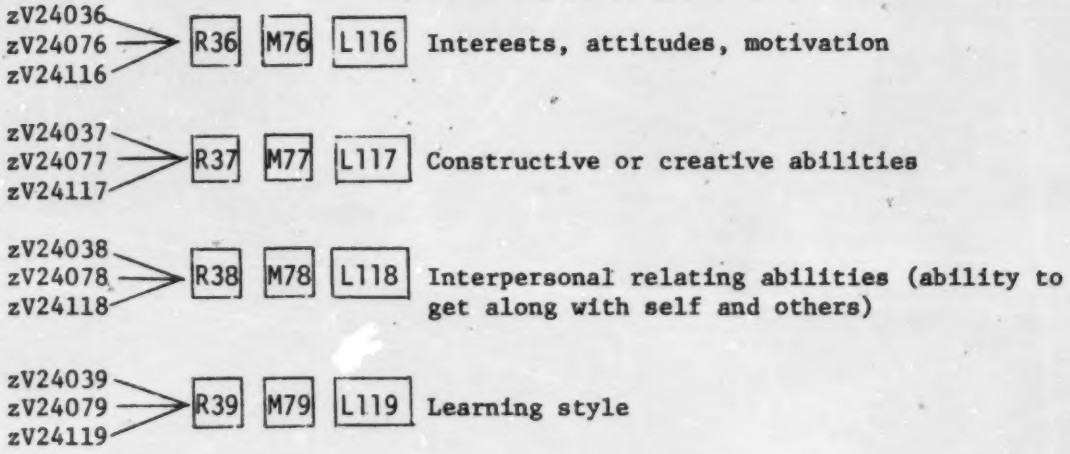
zV24035, zV24075, zV24115 → R35 M75 L115 Classroom observations

How are *other* learner characteristics assessed for this curriculum area? Listed below are four types of assessment:

Objective based tests
Conferences
Student products (worksheets, projects)
Classroom observations

Use this code to indicate *how many* of these four types of assessment are used in informally assessing learner characteristics in this curriculum area.

(0) None of these types of assessment is used
(1) One of these types of assessment is used
(2) Two of these types of assessments are used
(3) Three of these types of assessments are used
(4) All four types of assessment are used


zV24036
zV24076
zV24116
R36
M76
L116
Interests, attitudes, motivation
zV24037
zV24077
zV24117
R37
M77
L117
Constructive or creative abilities
zV24038
zV24078
zV24118
R38
M78
L118
Interpersonal relating abilities (ability to get along with self and others)
zV24039
zV24079
zV24119
R39
M79
L119
Learning style

Appendix B: SPSS Commands for IA

IAMATH

Operations to do in files FTEACH2 and GTEACH5
(Letting z=F in FTEACH2 and z=G in GTEACH5)

```
COMPUTE          zIAM101 = zV24069 + zV24070 + zV24071 + zV24072 +
                           zV24073 + zV24075
RECODE           zIAM101  (0 THRU 2 = 1) (3,4 = 2) (5,6 = 3)
VAR LABELS       zIAM101, VARIETY IN MEANS OF ASSESSMENT:  MATH
VALUE LABLES     zIAM101 (1) LOWEST  (3) HIGHEST
COMPUTE          zIAM201 = zV24076
COMPUTE          zIAM202 = zV24077
COMPUTE          zIAM203 = aV24078
COMPUTE          zIAM204 = zV24079
RECODE           zIAM201, zIAM202, zIAM203, zIAM204
                        (0=0)   (1, 2, 3, 4 = 1)
COMPUTE          zIAM2 = zIAM201 + zIAM202 + zIAM203 + zIAM204
RECODE           zIAM2  (0 = 0) (1 = 1) (2,3,4 = 2)
ASSIGN MISSING   zIAM101 TO zIAM2  (-99)
VAR LABELS       zIAM2, ATTENTIVENESS TO LEARNER CHARACTERISTICS
VALUE LABLES     zIAM2  (0) LOWEST  (2) HIGHEST
```

Operations to do in files AUNIT2 and BUNIT5
(Letting z=A in AUNIT2 and z=B in BUNIT5)

```
ADD VARIABLES    zIAM101, zIAM2
VAR LABELS       zIAM101, UNIT TEACHERS' MEAN ON IAM101/
                 zIAM2,   UNIT TEACHERS' MEAN ON IAM2/
VALUE LABELS     zIAM101 (1) LOWEST  (3) HIGHEST POSSIBLE
VALUE LABELS     zIAM2   (0) LOWEST  (2) HIGHEST
MISSING VALUES   zIAM101, zIAM2  (-99)
COMPUTE          zIAM1 = zIAM101 + (3 * zV25050)
VAR LABELS       zIAM1, RECORD KEEPING & ASSES. PROCS. MATH/
VALUE LABELS     zIAM1  (1) LOWEST  (6) HIGHEST
COMPUTE          zIAMATH = zIAM1 + zIAM2
VAR LABELS       zIAMATH, INFORMATION ACQUISITION MATH/
VALUE LABLES     zIAMATH  (1) LOWEST  (8) HIGHEST
ASSIGN MISSING   zIAM1, zIAMATH  (-99)
PRINT FORMATS    zIAM101 TO zIAMATH  (3)
```

Operations to do in files FTEACH2 and GTEACH5
(Letting z=F in FTEACH2 and z=G in GTEACH5)

```
COMPUTE          zIAR101 = zV24029 + zV24030 + zV24031 + zV24032 +
                           zV24033 + zV24035
RECODE           zIAR101  (0,1,2 = 1) (3,4 = 2) (5,6 = 3)
VAR LABELS       zIAR101, VARIETY IN MEANS OF ASSESSMENT:  READING
VALUE LABELS     zIAR101  (1) LOWEST  (3) HIGHEST
COMPUTE          zIAL101 = zV24109 + zV24110 + zV24111 + zV24112 +
                           zV24113 + zV24115
RECODE           zIAL101  (0,1,2 = 1)  (3,4 = 2)  (5,6 = 3)
VAR LABELS       zIAL101, VARIETY IN MEANS OF ASSESSMENT: LANG. ARTS
VALUE LABELS     zIAL101  (1) LOWEST  (3) HIGHEST
COMPUTE          zIAR401 = zV24036
COMPUTE          zIAR402 = zV24037
COMPUTE          zIAR403 = zV24038
COMPUTE          zIAR404 = zV24039
RECODE           zIAR401, zIAR402, zIAR403, zIAR404  (0 = 0) (1 THRU 4 = 1)

COMPUTE          zIAR405 = zIAR401 + zIAR402 + zIAR403 + zIAR404
RECODE           zIAR405   (0 = 0)  (1 = 1)  (2,3,4 = 2)

VAR LABELS       zIAR405, TYPES OF NONACHIEVEMENT ASSESS:  READING
VALUE LABELS     zIAR405  (0) LOWEST  (2) HIGHEST
ASSIGN MISSING   zIAR101 TO zIAR405  (-99)

COMPUTE          zIAL401 = zV24116
COMPUTE          zIAL402 = zV24117
COMPUTE          zIAL403 = zV24118
COMPUTE          zIAL404 = zV24119
RECODE           zIAL401, zIAL402, zIAL403, zIAL404  (1 THRU 4 = 1)

COMPUTE          zIAL405 = zIAL401 + zIAL402 + zIAL403 + zIAL404
RECODE           zIAL405  (0 = 0)  (1 = 1)  (2,3,4 = 2)
ASSIGN MISSING   zIAL401 TO zIAL405  (-99)
VAR LABELS       zIAL405, TYPES OF NONACHIEVEMENT ASSESS:  LANG. ARTS
VALUE LABELS     zIAL405  (0) LOWEST (2) HIGHEST
```

Operations to do in files AUNIT2 and BUNIT5
(Letting z=A in AUNIT2 and z=B in BUNIT5)

```
ADD VARIABLES    zIAR101, zIAL101, zIAR405, zIAL405
VAR LABELS       zIAR101, UNIT TEACHERS' MEAN ON IAR101/
                 zIAL101, UNIT TEACHERS' MEAN ON IAL101/
                 zIAR405, UNIT TEACHERS' MEAN ON IAR405/
                 zIAR405, UNIT TEACHERS' MEAN ON IAL405/
MISSING VALUES   zIAR101, zIAL101, zIAR405, zIAL405  (-99)
COMPUTE          zIAR1 = zIAR101 + (3 * zV25049)
VAR LABELS       zIAR1, RECORD KEEPING & ASSES. PROCS. READING/
VALUE LABELS     zIAR1  (1) LOWEST  (6) HIGHEST
COMPUTE          zIAL1 = zIAL101 + (3 * zV25051)
VAR LABELS       zIAL1, RECORD KEEPING & ASSES. PROCS. LANG. ARTS/
VALUE LABELS     zIAL1  (1) LOWEST  (6) HIGHEST
```

```
COMPUTE             zIAR3 = zIAR1
IF                  (zGRADE EQ 2 AND (-99 NE zIAL1 AND zIAR1))
                     zIAR3 = (.333 * zIAL1) + (.667 * zIAR1)
IF                  (zGRADE EQ 5 AND (-99 NE zIAL1 AND zIAR1))
                    zIAR3 = (.5 * zIAL1) + (.5 * zIAR1)

VAR LABELS          zIAR3, RECORD-KEEPING & ASSESSMENT: RDMG & LANG. ARTS
VALUE LABELS        zIAR3 (1) LOWEST  (6) HIGHEST

COMPUTE             zIAR4 = zIAR405
IF                  (zGRADE EQ 2 AND (-99 NE zIAL405 AND zIAR405))
                    zIAR4 = (.667 * zIAR405 + (.333 * zIAL405)
IF                  (zGRADE EQ 5 AND (-99 NE zIAL405 AND zIAR405))
                     zIAR4 = (.5 * zIAR405) + (.5 * zIAL405)

VAR LABELS          zIAR4, NONACHIEVEMENT ASSESSMENT:  RDNG. & LANG, ARTS
VALUE LABELS        zIAR4 (0) LOWEST  (2) HIGHEST

COMPUTE             zIAREAD = zIAR3 + zIAR4
VAR LABELS          zIAREAD, INFORMATION ACQUISITION: READING/
VALUE LABELS        zIAREAD (1) LOWEST  (8) HIGHEST

ASSIGN MISSING      zIAR1, aIAL1, zIAREAD (-99)
MISSING VALUES      zIAR3, zIAR4 (-99)
```

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3/79